ANNUAL INDEX

Volume 33, 1988–1989

AUTHORS

Bass, Michele B., The Cooperative Family, Winter (2), 39

Blythman, Marion, and Mary B. Warren, A Mainstream Support System That Works: Scotland's System of Learning Support, Summer (4), 27

Bradley, Carolyn, Write Into a Job, Fall (1), 42

Brennock, Therese M., Alice Zemitzsch, and Dennis J. Simon, A High School Behavior Disorder Program Focused on Mainstreaming, Spring (3), 27

Cosden, Merith A., Cooperative Groups and Microcomputer Instruction: Combining Technologies, Winter (2), 21

Courson, Frances, and William Heward, Increasing Active Student Response Through the Effective Use of Paraprofessionals, Fall (1), 27

Dudley-Marling, Curt, The Role of Parents in Children's Literacy Development: Collaborating With Parents of Exceptional Children, Summer (4), 16

Forster, Michael, and Thomas E. Linton, More Hard Times Ahead for American Families, Spring (3), 9

George, Nancy L., Michael P. George, and Judith K. Grosenick, Measuring the Success of Programs for Seriously Emotionally Disturbed Students, Summer (4), 12

Johnson, David W., and Roger T. Johnson, Cooperative Learning: What Special Educators Need to Know, Winter (2), 5

Katims, David S., Developing Program Pyramids for Exceptional Students, Summer (4), 33

Kreger, Robert D., and Linda R. Kreger, Helping Emotionally Disturbed Children Deal With the Separation Process, Spring (3), 4

Lazarus, Belinda Davis, Using Guided Notes to Aid Learning-Disabled Adolescents in Secondary Mainstream Settings, Fall (1), 32

Lieber, Joan, Book Review: *Cooperative Learning: Resources for Teachers* by Spencer Kagan, Winter (2), 44

Lieber, Joan, Editorial, Winter (2), 4

Linton, Thomas E., Collected Poems, Spring (3), 33

Linton, Thomas E., and Michael Forster, Powerful Environments for Underclass Youth: A Reeducational Plan for Inner-City Schools, Spring (3), 15

Long, Lynette, Providing Assistance to Latchkey Families, Fall (1), 37

Long, Nicholas J., The Dynamics of the Aggression Cycle: An Analogy for the Classroom Teacher, Spring (3), 8

Long, Nicholas J., The Silent, Destructive Power of the Passive-Aggressive Child: An Analogy for the Classroom Teacher, Spring (3), 32

Malone, Gregory L., When Nothing Works: Staff Reactions to the Resistant, Troubled Student, Spring (3), 43

McElroy, Karen B., A Taste of Cooperativeness Within an Elementary School, Winter (2), 34

Molloy, Christine, Teaching Undergraduates Psychoeducational Management Skills: From Theory to Practice With Preschool Children, Spring (3), 22

Mordock, John B., Working With Parents of Aggressive Children: Clinical Vignettes, Fall (1), 22

Mordock, John B., Working With Parents of Aggressive Children: A Description of Their Problems, Fall (1), 13

Mordock, John B., Working with Parents of Aggressive Children: Principles and Techniques for Intervention, Fall (1), 18

Parese, Steve, An Example of Promoting Group Cohesion and Positive Group Behavior in an Emotionally Disturbed Classroom, Spring (3), 36

The Positive Education Program Staff, An Ecological Form for Assessing Child and Family Information, Summer (4), 4

Slavin, Robert E., Comprehensive Cooperative Learning Models for Heterogeneous Classrooms, Winter (2), 12

Taymans, Juliana M., Cooperative Learning for Learning-Disabled Adolescents, Winter (2), 28

Tompkins, James R., and Patricia L. McGill, Lack of Educational and Treatment Services for Students in Trouble: A New Proposal for Help, Spring (3), 38

Unruh, David, and Margaret Policastro, Decision Stories: A Tool for Developing the Problem-Solving Skills of Learning-Disabled Adolescents, Fall (1), 4

Wood, Frank H., Students at Risk: Supporting the Growth of Students With Emotional and Behavioral Disorders, Summer (4), 20

Wood, Judy W., and Jennifer W. Miederhoff, A Model for Adapting the Teacher-Made Test, Fall (1), 7

TITLES

Book Review: *Cooperative Learning: Resources for Teachers* by Spencer Kagan, Winter (2), 44

Collected Poems, Thomas E. Linton, Spring (3), 33

Comprehensive Cooperative Learning Models for Heterogeneous Classrooms, Robert E. Slavin, Winter (2), 12

The Cooperative Family, Michele B. Bass, Winter (2), 39

Cooperative Groups and Microcomputer Instruction: Combining Technologies, Merith A. Cosden, Winter (2), 21

Cooperative Learning for Learning-Disabled Adolescents, Juliana M. Taymans, Winter (2), 28

Cooperative Learning: What Special Education Teachers Need to Know, David W. Johnson and Roger T. Johnson, Winter (2), 5

Decision Stories: A Tool for Developing the Problem-Solving Skills of Learning-Disabled Adolescents, David Unruh and Margaret Policastro, Fall (1), 4

Developing Program Pyramids for Exceptional Students, David S. Katims, Summer (4), 33

The Dynamics of the Aggression Cycle: An Analogy for the Classroom Teacher, Nicholas J. Long, Spring (3), 8

An Ecological Form for Assessing Child and Family Information, The Positive Education Program Staff, Summer (4), 4

Editorial, Joan Lieber, Winter (2), 4

An Example of Promoting Group Cohesion and Positive Group Behavior in an Emotionally Disturbed Classroom, Steve Parese, Spring (3), 36

Helping Emotionally Disturbed Children Deal With the Separation Process, Robert D. Kreger and Linda R. Kreger, Spring (3), 4

A High School Behavior Disorder Program Focused on Mainstreaming, Therese M. Brennock, Alice Zemitzsch, and Dennis J. Simon, Spring (3), 27

Increasing Active Student Response Through the Effective Use of Paraprofessionals, Frances Courson and William Heward, Fall (1), 27

Lack of Educational and Treatment Services for Students in Trouble: A New Proposal for Help, James R. Tompkins and Patricia L. McGill, Spring (3), 38

A Mainstream Support System That

Works: Scotland's System of Learning Support, Marion Blythman and Mary B. Warren, Summer (4), 27
Measuring the Success of Programs for Seriously Emotionally Disturbed Students, Nancy L. George, Michael P. George, and Judith K. Grosenick, Summer (4), 12
A Model for Adapting the Teacher-Made Test, Judy W. Wood and Jennifer W. Miederhoff, Fall (1), 7
More Hard Times Ahead for American Families, Michael Forster and Thomas E. Linton, Spring (3), 9
Powerful Environments for Underclass Youth: A Reeducational Plan for Inner-City Schools, Thomas E. Linton and Michael Forster, Spring (3), 15
Providing Assistance to Latchkey Families, Lynette Long, Fall (1), 37
The Role of Parents in Children's Literacy Development: Collaborating With Parents of Exceptional Children, Curt Dudley-Marling, Summer (4), 16
The Silent, Destructive Power of the Passive-Aggressive Child: An Analogy for the Classroom Teacher, Nicholas J. Long, Spring (3), 32
Students at Risk: Supporting the Growth of Students With Emotional and Behavioral Disorders, Frank H. Wood, Summer (4), 20
A Taste of Cooperativeness Within an Elementary School, Karen B. McElroy, Winter (2), 34
Teaching Undergraduates Psychoeducational Management Skills: From Theory to Practice With Preschool Children, Christine Molloy, Spring (3), 22
Using Guided Notes to Aid Learning-Disabled Adolescents in Secondary Mainstream Settings, Belinda Davis Lazarus, Fall (1), 32
When Nothing Works: Staff Reactions to the Resistant, Troubled Student, Gregory L. Malone, Spring (3), 43
Working with Parents of Aggressive Children: Clinical Vignettes, John B. Mordock, Fall (1), 22
Working with Parents of Aggressive Children: A Description of Their Problems, John B. Mordock, Fall (1), 13
Working With Parents of Aggressive Children: Principles and Techniques for Intervention, John B. Mordock, Fall (1), 18
Write Into a Job, Carolyn Bradley, Fall (1), 42